

Barclay College KSDE Preconditions

Appendix

2/27/2013

Cheryl Couch, MSE, Chair of Teacher Education

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1.1 LETTER OF DESIGNATION

Royce E. Frazier, Ph.D.
President

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September 4, 2012

To Whom it May Concern,

This letter is to acknowledge that Barclay College is intentional and committed to completing the requirements for meeting the standards for state teacher certification in the state of Kansas. We look forward to the input of the Kansas State Department of Education and welcome you to our institution.

Cheryl Couch is the chair of the Barclay College Department of Education and is charged with the authority and responsibility to oversee and execute the program for teacher certification. This department will develop and monitor all aspects of the teacher education program and be accountable for continual updates, evaluations, and ongoing monitoring of the program.

The college and the board of trustees are committed to maintaining the highest of standards for teacher training. We look forward to an ongoing relationship with the state Department of Education.

Respectfully,

Royce E. Frazier

1.1 FACULTY CHAIR JOB DESCRIPTION

BARCLAY COLLEGE

607 N. KINGMAN – HAVILAND, KANSAS 67059
(620) 862-5252

Job Description: Faculty Major Chair

DATE OF LAST REVIEW: December 1, 2012

EFFECTIVE:

Job Title: Faculty Major Chair

Job Description: – The Faculty Major Chair leads the designated academic department at Barclay College with an intentional focus on the mission and vision of Barclay College. In addition, the chair is responsible to monitor, evaluate, and implement the departmental mission with continual focus on departmental goals and outcome measures.

Supervisor: The Faculty Major Chair is accountable to the Associate V.P. for Academic Services under the V.P. for Academic Services.

Status: Part Time, secondary to faculty duties.

Responsibilities: Provide leadership in articulating the vision, and mission of Barclay College within the department. Direct the development and implementation of departmental goals, development and vision. Be able to communicate these goals and vision to the academic community and beyond. Assist college administration in building a strong, capable academic faculty within the department. Adhere to institutional policies and procedures. Serves as liaison between the department and the faculty and the administration.

Lead the department organization including, but not limited to, the following specific elements:.

- Schedule and conduct departmental meetings.
- Be a resource for departmental faculty.
- Participate with the administration in the recruiting, selection, and recommendation of faculty for hiring within the department including adjunct faculty.
- Oversee faculty teaching assignments and report these to the administration.
- Manage the creative tensions within the department.
- Oversee the department curriculum.
- Oversee scheduling of courses and program sequence.
- Monitor departmental course syllabi and textbook selection.
- Represent the department to the faculty during faculty meetings.
- Initiate and conduct departmental and program reviews.
- Serve as advisor to department majors.
- Evaluate departmental needs
- Submit annual budget for the department.
- Provide for college and departmental accreditation processes.
- Coordinate job placement and/or graduate studies opportunities for students.
- Promote faculty professional development including achieving terminal degrees.
- Other.....

Other Duties

I accept the above position as revised and spelled out in this job description and will handle my responsibilities in a professional, Christian manner.

Signature

Date

1.1 POSITION DESCRIPTION FOR PROFESSOR OF ELEMENTARY EDUCATION
K-6

Barclay College, Fall 2012

Requirements:

For the position of Professor of Elementary Education, a master's degree in education and elementary classroom teaching experience is required. The college will prefer a candidate with some or all of the following qualifications: an earned doctorate in education, experience within the Public School and Christian School setting, and familiarity or certification with KSDE and the Association of Christian Schools International (ACSI). The successful candidate will be versatile, flexible, and proactive in building the education department. He or she will bring to Barclay College a keen appreciation for the ministry possibilities inherent in the public and Christian school experiences, an awareness of the unique demands and requirements of educators in education, a firm commitment to furthering the program's mission and vision of education in the United States and abroad, and a solid understanding of the biblical and philosophical foundations for Christian's in the field of education.

The candidate will be expected to help the college expand the major into a state-certified teaching program over the next four years.

Additionally, faculty at Barclay College are expected to be in full agreement with the biblical Christian mission of the institution, endorse the institutional statement of faith, and lead lives that are substantially in compliance with the teachings of the Old and New Testaments of the Holy Bible. Barclay College faculty will see themselves as role models and mentors for the students, investing their lives diligently in order to further each student's preparation for ministry.

Description:

This is a salaried position with health benefits. The professor is expected to fulfill all the normal obligations for professors and instructors as noted in the Barclay College Personnel Manual. This specifically includes teaching any or all of the courses required for the Elementary Education major, assisting admissions staff as needed in recruiting education students to the campus, assisting with the development of library and other campus services associated with the education major, student advising, attendance at faculty meetings, participation in committee work as assigned, and diligent promotion of the college's mission and goals.

1.3 ORGANIZATIONAL CHARTS

This organizational chart depicts the professional education unit and indicates the unit's relationship to other administrative units within Barclay College.

ORGANIZATION OF BARCLAY COLLEGE

		President			
				Assistant to the President	
				Chancellor	
				Director of Alumni Relations	
				FUTURE	
VP Registration and Records	VP Student Services	VP Business Services	VP Institutional Advancement	Director of Marketing	VP Registration and Records
Reports Book orders Assessments Accreditation Registrar	Student life Dorms Christian Service Chaplain Counseling Athletics	Payables Receivables Budget Technology Food Service Financial Aid Bookstore Bear's Den Student Employment Human Resources Welcome Center Payroll Maintenance Landscaping Construction Grounds	Funding streams Donor research Alumni Friends of college	Public Relations Website Publication Branding Photos/video Brochures Alumni Bookstore Campus visitors	Reports Book orders Assessments Accreditation Registrar

BARCLAY COLLEGE ACADEMIC PROGRAMS

V. P. for Academic Services – Jim Le Shana, PhD		
	Assoc. VP Undergraduate Studies Tim Hawkins	Assoc. VP Distance Learning Cheryl Couch
Division of General Education Division Chair – Jerry Simmons, PhD	AA degree General Studies	AA degree General Studies
Division of Bible and Ministry Division Chair – David Kingrey, DMin	Biblical Studies, AA Youth Ministry Pastoral Ministries Mission Bible/Theology Biblical Philosophy (future)	Christian Ministry Leadership Biblical Studies
Division of Arts and Sciences Division Chair – Lee Anders, MBA	Elementary Education Middle School Endorsement Early Childhood Unified (future) Music Education (PK-12) (Future) Sports & Recreation Leadership (PK-12) (Future) Transition to Teaching (5 th year or MSE) Business Worship Arts Psychology Sports & Recreational Leadership	Elementary Education Middle School Endorsement (future) Early Childhood Unified (future) Transition to Teaching (5 th year or MSE) Business Management Psychology

BARCLAY COLLEGE CAMPUS PROGRAM

V. P. for Academic Services – Jim Le Shana, PhD										
Associate V.P. for Undergraduate Studies – Tim Hawkins										
Lee Anders MBA Major Chair	David Kingrey, DMin Major Chair	Cheryl Couch, M.S.E. Major Chair Teacher Education	Tim Hawkins, MA, MFA Major Chair	Jerry Simmons, PhD Dept. Chair	Kevin Mortimer MA Major Chair	Derek Brown, MA Major Chair	Ryan Kendall, MA Major Chair	Lois Kendall, MS, MFA Major Chair	Joshua Bunce, MDiv Major Chair	Jared Ross, MA Major Chair
Business Admin.	Bible Theology	Elementary Education K-6 Middle Level Endorsement	Undeclared Majors	Nursing (PCC)	Missions	Pastoral Ministries	Sports and Recreation Leadership	Psychology & Family Studies	Youth Ministry	Worship Arts
		Early Childhood Unified (future) Music Education PK-12 (future) Sports & Recreation Leadership (PK-12) (Future) Transition to Teaching (future)								

BARCLAY COLLEGE DISTANCE LEARNING PROGRAM

V. P. for Academic Services – Jim Le Shana, PhD					
Associate V.P. for Distance Learning – Cheryl Couch, M.S.E.					
Lee Anders, MBA Major Chair	Adrian Halverstadt, Ph.D. Major Chair		Shelby Williams, M.S. Major Chair	Glenn Leppert, Ph.D. Major Chair	Cheryl Couch, M.S.E. Major Chair
Business Management	Biblical Studies	Christian Ministry Leadership	Psychology	Associates in General Studies	Elementary Education (future) Middle Level Endorsement (future)
	<i>Advantage!</i> Extension Sites				Early Childhood Education (future)
	Biblical Studies	Christian Ministry Leadership			Transition to Teaching (future)

2.2 PUBLIC LISTING

BARCLAY COLLEGE'S TEACHER EDUCATION PROGRAM

Admission to Barclay College and to the Teacher Education Program is required *before* a student may begin taking professional coursework in elementary education.

APPLICATION REQUIREMENT CHECKLIST
Please complete this checklist prior to submitting your application
to the Chair of Teacher Education

Admittance to Barclay College

ACT or **SAT** test scores sent to Barclay College

Current Transcripts and transcripts from ALL prior colleges and universities

Completion of all general studies requirements with a minimum of 41 semester hours in general course work is required

EDU 103 Intro to Christian Education completion of course requirements

Pre-Professional Skills Test (PPST)---(172 on writing, 173 on reading, and 172 on math) or ACT composite score of 26 or above

EN101 College Writing and EN202 Research & Writing with a grade of "C" or better in each course

Early field experience— ED103 Introduction to Christian Education and Field Experience.

Three credit hours of math with a minimum grade of "C" to include Math Concepts or higher-level math course

Minimum cumulative GPA of 2.5 (on a 4.0 scale)

BARCLAY COLLEGE'S TEACHER EDUCATION PROGRAM APPLICATION and all requirements within

Letters of Recommendation with character rubric (2)

Self-Evaluation with character rubric (2)

BACKGROUND CLEARANCE--Students participating in school based observations, practicum work, and student teaching must complete a fingerprint process for a background clearance. The student cost for this process is approximately \$50.00. It takes approximately 4 to 8 weeks for clearance; therefore this should be done during the time of your enrollment. Students may not participate in any of the field experiences until information has been received and cleared. **Cost will be student's responsibility.** (CALL KSDE ABOUT REQUIREMENT ON STUDENT BACKGROUND CHECKS)

Negative TB Test Results – submitted to chair of the Teacher Education program. This test is given at all local health departments for approximately \$15. Cost will be student's responsibility.

I have read and understand the contents of Barclay College's Teacher Education Handbook. My signature on the bottom of this page indicates that I have been provided an opportunity to ask questions and get clarification pertaining to admission requirements and expectations of the teacher candidates enrolled in Barclay College's Teacher Education Program.

The filing of this application grants permission for Barclay's Department of Education to secure a copy of my transcript to use in processing my application.

Applicant Signature

Date

Barclay College CRUCIAL MILESTONES for Teacher Education

Check each of the following requirements as you successfully complete it.

Required for Admission to Teacher Education

- ED 103 Introduction to Christian Education at Barclay College
- PPST exams (172 on writing, 173 on reading, and 172 on math) **OR** ACT composite score of 26 or above
- EN101 College Writing and EN 202 Research & Writing with a grade of “C” or better in each course
- Early field experience (ED 103)
- 41 credit hours for Teacher Education applicants with overall GPA of 2.5 or higher
- Three credit hours of math with a minimum grade of “C” to include Math Concepts or a higher level math course
- Answer required questions on a KSDE background clearance form
- Submit Negative TB test results
- Application packet for admission to teacher education to be prepared when the entire above requirements are completed. DEADLINES: October 1 for Spring semester and February 15 for Fall semester.
- Interview for admission with Teacher Education Chair, 1 Faculty Member, and 1 Peer

Required for the Professional Semester (Student Teaching)

- Enrollment in ED 401 Student Teaching Overview (semester prior to student teaching) and successful completion of all requirements
- Enrollment in ED408 Supervised Student Teaching and successful completion of all requirements
- Enrollment in ED400S Philosophy of Capstone and successful completion of all requirements

Required for Graduation

- Eight (8) **units** (one per each semester of attendance at BC) of Christian Service with each **unit** designated as 12 clock hours of service. (Student Handbook, p. 22)
- Application for Graduation (due in the first four weeks of the semester in which you intend to graduate).
- Completion of Student Learning Portfolio (SLP)

Required for Licensure

- Praxis and Kansas Test Requirements: <http://www.ets.org/praxis/ks/requirements>
 - Elementary K-6 <http://www.ets.org/praxis/prepare/materials/0622>
- Subject (Content) Assessment Test(s): Passing scores differ for each subject test. You can find the individual passing scores on the COE web pages: www.ets.org/praxis
- Review the appropriate [Test at a Glance](http://www.ets.org/s/praxis/pdf/0622.pdf) <http://www.ets.org/s/praxis/pdf/0622.pdf> for details on test structure and length.
- Application for ACSI Certification
- Application for Licensure (submit on-line the semester in which you plan to graduate – **AFTER** December 1, May 1, or August 1). Instructions can be found at: www.ksde.org

TIME ACTION RESULTS FOR TEACHER EDUCATION

<u>TIME</u>	<u>ACTION</u>	<u>RESULT</u>
1. At first enrollment or enrollment for subsequent semesters	Elementary (K-6) Major; indicate if you plan to seek Middle Level endorsement	Registrar assigns student to Teacher Education Advisor
2. During fall of sophomore year apply to take the PPST	Take PPST during spring of sophomore year	Reading: 173 Writing: 172 Math: 172 ACT: 26 or higher
3. At completion of 48 hours or before March 1 st of the Sophomore year	File "Application for Admission to Teacher Education Program"	Begin process of "formal" acceptance into the Teacher Education Program
4. Each semester maintain a 2.50 GPA or better	Review with your Advisor your progress and status in the Program	"Stay on track" with your program
5. During the final Fall Semester before October 1	File: Application for the Professional Semester for student teaching	Begin process of arranging for Professional Semester
6. During the final Fall semester	Take PRAXIS II exam semester prior to student teaching; take any endorsement exams as well	Complete a condition for licensure
7. Spring semester of the Senior year	Complete Professional Semester of student teaching, Capstone course and application for ACSI Certification and KSDE Licensure	Complete Student Learning Portfolio Begin job search
8. After graduation	Request Placement files to be sent to school districts Complete certification & licensure requirements	Continue process of seeking placement
9. After employment	Send notes, surveys and letters to chair of Teacher Education	Ongoing evaluation of the education process

4.3 The unit's Philosophy, Purposes, and Goals/Organizational Standards

TEACHER EDUCATION STANDARDS AND OUTCOMES

The pedagogical knowledge, understanding, and skills implicit to the Kansas Professional Education Standards for teacher preparation support the outcomes for our conceptual framework. These performance outcomes indicate what teacher candidates will know and be able to do when they complete their program.

I. The Teacher Education candidate will demonstrate an appropriate level of content and pedagogical knowledge.

This goal defines the instructional methods that involve students in content and enhance learning. Professional educators will plan and deliver lessons that use a variety of engaging strategies and are designed to meet the needs of all students.

A. Proficiencies:

Through reflective supervision, the teacher candidate will:

1. Recognize the importance of research-based knowledge and instructional strategies of content to be taught.
2. Use effective communication techniques with students within their zone of proximal development.
3. Utilize scaffolding of a student's knowledge through content-related pedagogy.
4. Design and implement lesson plans and make adaptations that will address the needs and abilities of all learners.
5. Incorporate the assessment and evaluation tools used to monitor student learning.
6. Be responsive in providing quality feedback to students and colleagues in a timely manner.

B. KSDE Standards 1, 2 and 3

C. KPTP Focus Area A: analysis of Contextual Information

II. The Teacher Education candidate will develop and implement a positive learning environment where all students are engaged and on task.

A. Proficiencies:

Through reflective supervision, the teacher candidate will:

1. Display genuine caring relationship of respect and rapport with students within the classroom environment.
2. Establish a productive and cooperative learning environment for optimal achievement.
3. Communicate an interest in and the purpose of the importance of the content being taught.
4. Demonstrate effective time management of common non-instructional duties.
5. Develop skills to manage student behavior effectively.

6. Understand the diverse needs of learners within the classroom environment through actively engaging all students in the learning process.
- B. KSDE Standards 3, 4, 7, 11 and 12
- C. KPTP Focus Area B: Analysis of Learning Environment Factors

III. The Teacher Education candidate will effectively design, implement and adapt instruction for all learners to ensure all learners meet expectations.

- A. Proficiencies:
Through reflective supervision, the teacher candidate will:
1. Use effective communication strategies, verbal and non-verbal, to relay information clearly and effectively.
 2. Utilize higher-level questioning and discussion techniques throughout instruction.
 3. Be responsive and flexible to student needs by providing quality and timely feedback to all students.
 4. Demonstrate knowledge of age level developmental milestones and characteristics.
 5. Incorporate technology that will engage students in content knowledge and enhance the quality of learning.
 6. Demonstrate knowledge of how students relate to content through personal interest and cultural heritage.
- B. KSDE Standards 4, 11 and 12
- C. KPTP Focus Area C: Instructional
- D. Implementation
1. KPTP Focus Area D: Analysis of Classroom Environment

IV. The Teacher Education candidate will demonstrate proficiency in professional responsibilities and behaviors.

- A. Proficiencies:
Through reflective supervision, the teacher candidate will:
1. Utilize reflective supervision techniques of teaching strategies and the effects of students' performance and behaviors.
 2. Maintain accurate record keeping of attendance, grades, behavior reports, and student progress.
 3. Demonstrate professional growth and development through self-reflection of teaching practices and setting goals of continual improvement.
 4. Serve appropriately as a student advocate.
 5. Interact and communicate professionally and appropriately with all families.
 6. Maintain professional relationships with colleagues, support staff, and the school community.
- B. KSDE Standards 5, 6 and 8

C. KPTP Focus Area E: Analysis of Assessment Procedures.

D. KPTP Focus Area F: Reflection and Self Evaluation (of Professional Behavior)

V. The Teacher Education candidate will demonstrate leadership qualities and professional attributes as he/she progresses through the Teacher Education program.

- Level I-IV All students are required to fulfill 20 community service hours every semester while attending Barclay College; attend chapel and conferences
- Level II Complete observation and reflection time in a variety of classroom levels
- Level III Participate in and lead Reading and Math Camp activities; tutor at the local grade school; develop professional skills in classroom settings
- Level IV Clinical Teaching opportunities offer a variety of experiences of services for Teacher Education candidates.
- Level I-IV All Teacher Education candidates exhibit high levels of character, values, and ethics and performance morals in all setting, which include the following attributes:

- ❖ **Integrity**
 - ❖ Honesty
 - ❖ Confidentiality
- ❖ **Dependability**
 - ❖ Reliable attendance
 - ❖ Punctual
 - ❖ Timely and quality preparation
 - ❖ Responsible
- ❖ **Effective Communication**
 - ❖ Listening
 - ❖ Speaking
 - ❖ Writing
 - ❖ Self-reflection
- ❖ **Appropriate Attitude**
 - ❖ Culturally responsive and diplomatic
 - ❖ Collegial, cooperative, caring and enthusiastic
- ❖ **Leadership**
 - ❖ Hardworking
 - ❖ Adaptable
 - ❖ Organized
 - ❖ Collaborative
 - ❖ Dresses appropriately
 - ❖ Lifelong learner

ALIGNMENT OF BARCLAY COLLEGE'S TEACHER EDUCATION PHILOSOPHY, MISSION AND STANDARDS

Mission	Philosophy	Standards & Outcomes	KSDE Standards	KPTP Focus Area
<u>A PROGRAM THAT IS FIRMLY BUILT ON A STRONG EDUCATION</u>	Our role is to provide instruction that meets the individual gifts and abilities with high expectations for each learner and ensure that optimal learning occurs	Demonstrate instructional strategies of content and pedagogical knowledge	1 2 3	A: analysis of Contextual Information
<u>A PROGRAM THAT IS FIRMLY BUILT ON A STRONG EDUCATION</u>	Understanding cultures and traditions impacts students and families in ways that provide optimal learning environments and collaboration with families	Develop and implement a positive learning environment where all students are engaged and on task	3 4 7 11 12	B: Analysis of Learning Environment Factors
<u>TRANSFORMING LEADERS OF TOMORROW IN TODAY'S CLASSROOMS</u>	All students have individual gifts and abilities to learn; our role is to provide instruction that meets the individual gifts and abilities with high expectations for each learner and ensure that optimal learning occurs	Effectively design, implement and adapt instruction for all learners to ensure all learners meet expectations	4 11 12	C: Instructional Area D: Analysis of Classroom Environment
<u>A GOAL OF PREPARING CANDIDATES FOR LIVES OF SERVICE</u>	All students need a safe and supportive learning environment where children are valued and taught by highly qualified teachers	Demonstrate proficiency in professional responsibilities and behaviors	5 6 8	E: Analysis of Assessment Procedures F: Reflection and Self Evaluation (of Professional Behavior)
<u>AN ENVIRONMENT THAT IS CHRIST-CENTERED AND VALUE-ORIENTED</u>	Develop educators for an ever-changing environment of risk and challenges inside and outside of the classroom	Demonstrate leadership qualities and professional attributes as he/she progresses through the Teacher Education program		Community service Clinical Teaching opportunities Exhibit high levels of character, values, and ethics and performance

				morals in all setting
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4.5 Candidate Proficiencies

STUDENT STANDARDS AND OUTCOMES

The pedagogical knowledge, understanding, and skills implicit to the Kansas Professional Education Standards for teacher preparation support the outcomes for our conceptual framework. These performance outcomes indicate what teacher candidates will know and be able to do when they complete their program.

Upon completion of the Elementary Education (K-6) program, the student will meet the objectives of the Division of Arts and Sciences, as well as additional objectives particular to the Elementary Education (K-6) major:

I. The Teacher Education candidate will demonstrate a depth of knowledge within their discipline in order to effectively plan and deliver instruction.

A. Knowledge Base

1. Plans Effective Instruction (Standard 7)
 - a. The educator understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.
 - b. The educator knows how to use contextual considerations (e.g., instructional materials; individual student interests, needs, and aptitudes; and community resources) in planning instruction to create an effective bridge between curriculum goals and students' experiences.
 - c. The educator understands methods for teaching reading.
 - d. The educator understands the impact of using data from building, district, state, and national assessments to guide program development

2. Effectively Deliver Instruction (Standard 11)
 - a. The Teacher Education candidate will demonstrate knowledge of content and pedagogy
 - b. The Teacher Education candidate will demonstrate knowledge of resources used in education
 - c. The Teacher Education candidate will demonstrate knowledge factors outside of the school relationship that may influence learner attitude, behaviors, knowledge and performance
 - d. The Teacher Education candidate will demonstrate knowledge of students' developmental domains and standards
 - e. The Teacher Education candidate will demonstrate knowledge of the educational process and his/her role in it within the classroom setting, school community, and local community
 - f. The Teacher Education candidate will demonstrate knowledge and ability to integrate concepts and make generalizations from his/her area of discipline into interdisciplinary studies

B. Performance Base

1. Plans Effective Instruction (Standard 7)

- a. The educator creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.
 - b. The educator creates short- and long-term plans that are linked to all students' needs and performance and adapts the plans to ensure and capitalize on the progress and motivation of all students.
 - c. The educator responds to unanticipated sources of input, evaluates plans in relation to short- and long-term goals, and systematically adjusts plans to meet all students' needs and enhance learning.
 - d. The educator uses instructional strategies that help all students develop reading skills and that assist poor readers in gaining information.
 - e. The educator uses data from building, district, state, and national assessments to guide program development.
2. Effectively Deliver Instruction (Standard 11)
 - a. The educator creates interdisciplinary learning experiences that allow all students to integrate knowledge, skill, and methods of inquiry from several subject areas.
 - b. The educator effectively uses multiple representations and explanations to help all students construct new knowledge by building on prior student understandings.
 - c. The educator, as an individual and a member of a team, selects and creates integrated learning experiences that are appropriate for curriculum goals, relevant to all learners, and based upon principles of effective instruction.
 - d. The educator uses reading and thinking skills strategies to assist all students in learning about the relationships among and between various subject matter fields.

II. The Teacher Education candidate will acquire and implement research-based strategies to successfully manage classroom responsibilities including goal setting, lesson design, assessment, and response to diverse student needs.

A. Knowledge Base

1. Understanding of how Individuals Learn (Standard 2)
 - a. The educator understands how learning occurs--how students construct knowledge, acquire skills, and develop critical thinking--and knows how to use instructional strategies that promote learning for all students.
 - b. The educator understands that students' physical, social, emotional, moral, and cognitive development influences learning and knows how to address these factors when making instructional decisions.
 - c. The educator is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral, and cognitive), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others.
2. Appropriate Teaching Strategies and Applications (Standard 4)
 - a. The educator understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem structuring and problem solving, invention, memorization, and recall) and how these processes can be stimulated.

- b. The educator understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g., cooperative learning, direct instruction, discovery learning, whole group discussion, and independent study).
 - c. The educator knows how to enhance learning by using a wide variety of materials, including human and technological resources, primary documents and artifacts, texts, reference books, literature, and other print resources.
 - d. The educator understands the principles and techniques used in effective reading instruction.
3. Formal and Informal Assessment Strategies (Standard 8)
- a. The educator understands the characteristics, uses, advantages, and limitations of different types of assessments (e.g., criterion-referenced and norm-referenced instruments, selected response and performance-based tests, observation systems, and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.
 - b. The educator knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.
 - c. The educator knows the importance of aligning standards, goals, instruction, outcomes, and assessments.

B. Performance Base

1. Understanding of how Individuals Learn (Standard 2)
- a. The educator assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (physical, social, emotional, moral, and cognitive) and that leads to the next level of development.
 - b. The educator stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.
 - c. The educator seeks to discover students' thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.
2. Teaching Strategies and Applications (Standard 4)
- a. The educator meets the learning needs of all students by evaluating how to achieve learning goals and by choosing alternative teaching strategies and materials.
 - b. The educator uses multiple teaching and learning strategies to engage all students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities, and that help all students assume responsibility for identifying and using learning resources.
 - c. The educator constantly monitors and adjusts strategies in response to learner feedback.
 - d. The educator varies his or her role in the instructional process (instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of all students.

- e. The educator develops a variety of clear, accurate presentations and representations of concepts using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.
 - f. The educator uses a variety of reading strategies that are appropriate for students' diverse reading abilities and that support further growth and development.
3. Formal and Informal Assessment Strategies (Standard 8)
- a. The educator appropriately uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, educator-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance her or his knowledge of all learners, evaluate all students' progress and performances, and modify teaching and learning strategies.
 - b. The educator solicits and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.
 - c. The educator uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.
 - d. The educator evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interaction, questioning, and analysis of student work.
 - e. The educator monitors his or her own teaching strategies and behavior in relation to student success, modifying plans, and instructional approaches accordingly.
 - f. The educator maintains useful records of student work and performance and communicates student progress knowledgeably and responsibly to students, parents, and other colleagues.
 - g. The educator knows how to align standards, goals, instruction, outcomes, and assessments.

III. The Teacher Education candidate will demonstrate the understanding of professional behaviors based upon community culture expectations, integrity within relationships and commitment to ongoing academic growth for self and their students.

A. Knowledge Base

- 1. Reflective Practitioner (Standard 9)
 - a. The educator uses a variety of self-assessment and problem-solving strategies for reflecting on his or her practice and the way that practice influences students' growth and learning and affects the complex interactions between student and educator.
 - b. The educator is aware of major areas of research on teaching and of resources available for professional learning.
 - c. The educator understands the school improvement process (QPA) in Kansas schools.
- 2. Professional Attitudes and Values (Standard 13)
 - a. The educator understands how and why the American system of education developed.
 - b. The educator has critical awareness of the norms and values inherent in the American system of education.
 - c. The educator understands how social forces have shaped and continues to shape American education.

- d. The educator is aware of the ethical standards that should guide the professional teacher's interaction with all students, colleagues, parents, and members of the community.
 - e. The educator understands how educational policy is formulated and how it affects classroom practices.
 - f. The educator understands legal issues that impact all students, classrooms, teachers, administrators, and parents.
3. Foster Collegial, Parental, and Community Relationships (Standard 10)
- a. The educator understands schools as organizations within the larger community context and understands the operations of the relevant aspects of the system within which he or she works.
 - b. The educator understands how factors in the students' environment outside of school (e.g., family circumstances, community environments, health, and economic conditions) may influence students' lives and learning.

B. Performance Base

1. Reflective Practitioner (Standard 9)
- a. The educator uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.
 - b. The educator draws upon professional colleagues within the school and other professional resources as supports for reflection, problem solving, and new ideas, actively sharing experiences and seeking and giving feedback.
 - c. The educator demonstrates the skills necessary to contribute to the school improvement process (QPA) in Kansas.
2. Professional Attitudes and Values (Standard 13)
- a. The educator uses knowledge of historical, philosophical, and social foundations of education to guide interaction with all students, colleagues, parents, and community members in a manner that demonstrates respect for them as persons.
 - b. The educator uses knowledge of historical, philosophical, and social foundations of education to guide instruction, educational practices, and decision making.
 - c. The educator supports policies and practices that promote student welfare and development.
 - d. The educator follows all legal requirements for working with all students, other teachers, administrators, and parents.
3. Foster Collegial, Parental, and Community Relationships (Standard 10)
- a. The educator participates in collegial activities designed to make the entire school a productive learning environment.
 - b. The educator consults with parents, counselors, other educators within the schools, and professionals in other community agencies.
 - c. The educator identifies and uses community resources to foster learning for all students.
 - d. The educator establishes respectful and productive relationships with parents or guardians from diverse home and community situations and seeks to develop cooperative partnerships in support of learning and well-being for all students.
 - e. The educator talks with and listens to all students, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.

Reflective supervision will assist Teacher Education candidates to develop proficiency in the competencies over time and at various rates within each competency; however, it is expected that the foundational skills and competencies will be acquired during the pre-service time at Barclay College. These skills and abilities will lay the foundation for further skills to be built upon during their time as a tenured teacher. We will look for evidence of candidates to blend knowledge, teaching strategies, and application with positive attitudes and high values with integrity for effective leadership in the classroom.

IV. The Teacher Education candidate will develop and demonstrate highly competent communication skills in which making appropriate integrated learning experiences, including technology application, are delivered in a classroom setting designed to meet the needs of all learners.

A. Knowledge Base

1. Approaches to Learning and Instructional Opportunities (Standard 3)
 - a. The educator understands and can identify differences in approaches to learning and performance and can design instruction that helps use students' strengths as the basis for growth.
 - b. The educator understands that diversity, exceptionality, and limited English proficiency affect learning.
 - c. The educator knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.
 - d. The educator understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.
 - e. The educator has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction.
 - f. The educator has knowledge of state and federal regulations related to children and youth with exceptionalities.
2. Effective Verbal and Non-Verbal Communication Techniques (Standard 6)
 - a. The educator understands communication theory, language development, and the role of language in learning.
 - b. The educator understands how differences in culture, gender and exceptionality can affect communication in the classroom.
 - c. The educator recognizes the importance of non-verbal as well as verbal communication.
 - d. The educator knows about and can use effective verbal and non-verbal communication techniques.
3. Technology (Standard 12)
 - a. The educator understands different kinds of technologies available to society and the roles these technologies play.
 - b. The educator has knowledge of the uses of a variety of media communication tools and techniques to enrich learning opportunities.
 - c. The educator understands how technology and other instructional tools can be used to enhance instructional practices, enhance professional development, and facilitate professional productivity.
 - d. The educator understands the sociological, ethical, and economic issues related to technology use.

- e. The educator understands the role of technology in gathering, analyzing, and presenting information and managing educational change.

B. Performance Base

1. Approaches to Learning and Instructional Opportunities (Standard 3)
 - a. The educator identifies and designs instruction appropriate to students' stages of development, strengths, and needs.
 - b. The educator uses teaching approaches that are sensitive to the multiple experiences of learners and that address diverse learning needs.
 - c. The educator makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication, and response modes) for individual students who have particular learning differences or needs.
 - d. The educator can identify when and how to use appropriate services or resources to meet diverse learning needs.
 - e. The educator seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures).
 - f. The educator brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms.
 - g. The educator creates a learning community in which individual differences are respected.
 - h. The educator is able to recognize learning problems and collaborate with appropriate special services personnel.
2. Effective Verbal and Non-Verbal Communication Techniques (Standard 6)
 - a. The educator models effective communication strategies in conveying ideas and information and in asking questions (e. g. monitoring the effects of messages; restating ideas and drawing connections; using visual, aural, and kinesthetic cues; being sensitive to non-verbal cues given and received).
 - b. The educator develops learner expressions in speaking, writing, and other media.
 - c. The educator knows how to ask questions and stimulate discussion in different ways for particular purposes (e. g. probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk taking and problem solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question.)
 - d. The educator communicates in ways that demonstrate sensitivity to differences in culture, exceptionality and gender (e.g., appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation.)
3. Technology (Standard 12)
 - a. The educator utilizes a variety of appropriate instructional technology and tools to prepare and deliver instruction.
 - b. The educator plans and teaches lessons in which all students apply technology and other instructional tools and resources appropriately and effectively.
 - c. The educator uses appropriate technology to gather, analyze, and present information, enhance professional development and learning, and facilitate professional productivity.

V. The Teacher Education candidates will create a well-managed, inclusive, learning environment, which demonstrates their understanding of the impact of positive teacher behavior and attitude within the educational setting.

A. Knowledge Base

1. Creating a Classroom Climate (Standard 5)
 - a. The educator uses knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work.
 - b. The educator understands how social groups function and influence people and how people influence groups.
 - c. The educator knows how to help students work productively and cooperatively in complex social settings.
 - d. The educator understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.
 - e. The educator recognizes factors and situations that are likely to promote or diminish intrinsic motivation and knows how to help all students become self-motivated.
 - f. The educator understands crisis intervention strategies.

B. Performance Base

1. Creating a Classroom Climate (Standard 5)
 - a. The educator creates a smoothly functioning learning community in which all students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities.
 - b. The educator engages all students in individual and cooperative learning activities that help them develop the motivation to achieve by, for example, relating lessons to students' personal interests, allowing students to have choices in their learning, and leading all students to ask questions and pursue problems that are meaningful to them.
 - c. The educator organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of all students in productive tasks.
 - d. The educator maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals.
 - e. The educator helps the group to develop shared values and expectations for student interaction, academic discussion, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.
 - f. The educator analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.
 - g. The educator organizes, prepares students for, and monitors independent and group work in such a way that allows for full and varied participation of all individuals.
 - h. The educator can participate in the implementation of crisis intervention strategies.

VI. The Teacher Education candidate will cultivate student motivation by demonstrating creativity, enthusiasm, empathy, and genuine encouragement within a stimulating as well as an inclusive environment.

A. Knowledge Base

1. Central Concepts, Tools of Inquiry and Structure of Teaching (Standard 1)
 - a. The educator understands major concepts, assumptions, debates, and processes of inquiry, and ways of knowing that are central to the discipline being taught and can create opportunities that make these aspects of subject matter meaningful for all students.
 - b. The educator understands that students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.

B. Performance Base

1. Central Concepts, Tools of Inquiry and Structure of Teaching (Standard 1)
 - a. The educator represents and uses differing viewpoints, theories, "ways of knowing," and methods of inquiry in teaching of subject matter concepts.
 - b. The educator evaluates teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.

The educator engages students in constructing knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.

CROSSWALK OF MISSION, PHILOSOPHY, PROGRAM AND STUDENT STANDARDS AND OUTCOMES

Mission Philosophy Standards & Outcomes KSDE Standards Student Standards & Outcomes

<p><u>A PROGRAM THAT IS FIRMLY BUILT ON A STRONG EDUCATION</u></p>	<p>Our role is to provide instruction that meets the individual gifts and abilities with high expectations for each learner and ensure that optimal learning occurs</p>	<p>Demonstrate instructional strategies of content and pedagogical knowledge</p>	<p>1 2 3</p>	<p>Demonstrate a depth of knowledge within their discipline in order to effectively deliver instruction</p> <p>Knowledge Base</p>
<p><u>A PROGRAM THAT IS FIRMLY BUILT ON A STRONG EDUCATION</u></p>	<p>Understanding cultures and traditions impacts students and families in ways that provide optimal learning environments and collaboration with families</p>	<p>Develop and implement a positive learning environment where all students are engaged and on task</p>	<p>3 4 7 11 12</p>	<p>Develop and demonstrate highly competent communication skills in which making appropriate integrated learning experiences, including technology application, are delivered in a classroom setting designed to meet the needs of all learners</p> <p>Making Knowledge Meaningful</p> <p>Cultivate student motivation by demonstrating creativity, enthusiasm, empathy, and genuine encouragement within a stimulating, and inclusive environment</p> <p>Motivating Students to Learn</p>
<p><u>TRANSFORMING LEADERS OF TOMORROW IN TODAY'S CLASSROOMS</u></p>	<p>All students have individual gifts and abilities to learn; our role is to provide instruction that meets the individual gifts and abilities with high expectations for each learner and ensure that optimal learning occurs</p>	<p>Effectively design, implement and adapt instruction for all learners to ensure all learners meet expectations</p>	<p>4 11 12</p>	<p>Acquire and implement research-based strategies to successfully manage classroom responsibilities including goal setting, lesson design, assessment, and response to diverse student needs</p> <p>Teaching Strategies & Applications</p>
<p><u>A GOAL OF PREPARING CANDIDATES FOR LIVES OF SERVICE</u></p>	<p>All students need a safe and supportive learning environment where children are valued and taught by highly qualified teachers</p>	<p>Demonstrate proficiency in professional responsibilities and behaviors</p>	<p>5 6 8</p>	<p>Demonstrate the understanding of professional behaviors based upon community culture expectations, integrity within relationships and commitment to ongoing academic growth for self and their students</p> <p>Professional Attitudes & Values</p>
<p><u>AN ENVIRONMENT THAT IS CHRIST-CENTERED AND VALUE-ORIENTED</u></p>	<p>Develop educators for an ever-changing environment of risk and challenges inside and outside of the classroom</p>	<p>Demonstrate leadership qualities and professional attributes as he/she progresses through the Teacher Education program</p>		<p>Create a well-managed, inclusive, learning environment, which demonstrates their understanding of the impact of positive teacher behavior and attitude within the</p>

				educational setting Creating a Climate Conducive to Learning
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4.6 Barclay College Teacher Education Assessments

BARCLAY COLLEGE'S TEACHER EDUCATION PROGRAM

Admission to Barclay College and to the Teacher Education Program is required *before* a student may begin taking professional coursework in elementary education.

<p>APPLICATION REQUIREMENT CHECKLIST Please complete this checklist prior to submitting your application to the Chair of Teacher Education</p>

Admittance to Barclay College

ACT or **SAT** test scores sent to Barclay College

Current Transcripts and transcripts from ALL prior colleges and universities

Completion of all general studies requirements with a minimum of 41 semester hours in general course work is required

EDU 103 Intro to Christian Education completion of course requirements

Pre-Professional Skills Test (PPST)---(172 on writing, 173 on reading, and 172 on math) or ACT composite score of 26 or above

EN101 College Writing and EN202 Research & Writing with a grade of "C" or better in each course

Early field experience— ED103 Introduction to Christian Education and Field Experience.

Three credit hours of math with a minimum grade of "C" to include Math Concepts or higher-level math course

Minimum cumulative GPA of 2.5 (on a 4.0 scale)

BARCLAY COLLEGE'S TEACHER EDUCATION PROGRAM APPLICATION and all requirements within

Letters of Recommendation with character rubric (2)

Self-Evaluation with character rubric (2)

Background Clearance Form

Negative TB Test Results – submitted to chair of the Teacher Education program. This test is given at all local health departments for approximately \$15. Cost will be student's responsibility.

I have read and understand the contents of Barclay College's Teacher Education Handbook. My signature on the bottom of this page indicates that I have been provided an opportunity to ask questions and get clarification pertaining to admission requirements and expectations of the teacher candidates enrolled in Barclay College's Teacher Education Program.

The filing of this application grants permission for Barclay's Department of Education to secure a copy of my transcript to use in processing my application.

Applicant Signature _____

Date _____

Teacher Education Student Procedures

<u>TIME</u>	<u>ACTION</u>	<u>RESULT</u>
10. At first enrollment or enrollment for subsequent semesters	Indicate preference for either Christian School Elementary Ed or Elementary (K-6) Major	Registrar assigns student to Teacher Education Advisor
11. During fall of sophomore year apply to take the PPST	Take PPST during spring of sophomore year	Reading: 173 Writing: 172 Math: 172 ACT: 26 or higher
12. At completion of 48 hours or before March 1 st of the Sophomore year	File "Application for Admission to Teacher Education Program"	Begin process of "formal" acceptance into the Teacher Education Program
13. Each semester maintain a 2.50 GPA or better	Review with your Advisor your progress and status in the Program	"Stay on track" with your program
14. During the final Fall Semester before October 1	File: Application for the Professional Semester for student teaching	Begin process of arranging for Professional Semester
15. During the final Fall semester	Take PRAXIS II exam semester prior to student teaching; take any endorsement exams as well	Complete a condition for licensure
16. Spring semester of the Senior year	Complete Professional Semester of student teaching, Capstone course and application for ACSI Certification and KSDE Licensure	Complete Student Learning Portfolio Begin job search
17. After graduation	Request Placement files to be sent to school districts Complete certification & licensure requirements	Continue process of seeking placement
18. After employment	Send notes, surveys and letters to chair of Teacher Education	Ongoing evaluation of the education process

Barclay College CRUCIAL MILESTONES for Teacher Education

Check each of the following requirements as you successfully complete it.

Required for Admission to Teacher Education

- ED 103 Introduction to Christian Education at Barclay College
- PPST exams (172 on writing, 173 on reading, and 172 on math) **OR** ACT composite score of 26 or above
- EN101 College Writing and EN 202 Research & Writing with a grade of “C” or better in each course
- Early field experience (ED 103)
- 41 credit hours for Teacher Education applicants with overall GPA of 2.5 or higher
- Three credit hours of math with a minimum grade of “C” to include Math Concepts or a higher level math course
- Background clearance form
- Submit Negative TB test results
- Application packet for admission to teacher education to be prepared when the entire above requirements are completed. DEADLINES: October 1 for Spring semester and February 15 for Fall semester.
- Interview for admission with Teacher Education Chair, 1 Faculty Member, and 1 Peer

Required for the Professional Semester (Student Teaching)

- Enrollment in ED 401 Student Teaching Overview (semester prior to student teaching) and successful completion of all requirements
- Enrollment in ED408 Supervised Student Teaching and successful completion of all requirements
- Enrollment in ED400S Philosophy of Capstone and successful completion of all requirements

Required for Graduation

- Eight (8) **units** (one per each semester of attendance at BC) of Christian Service with each **unit** designated as 12 clock hours of service. (Student Handbook, p. 22)
- Application for Graduation (due in the first four weeks of the semester in which you intend to graduate).
- Completion of Student Learning Portfolio (SLP)

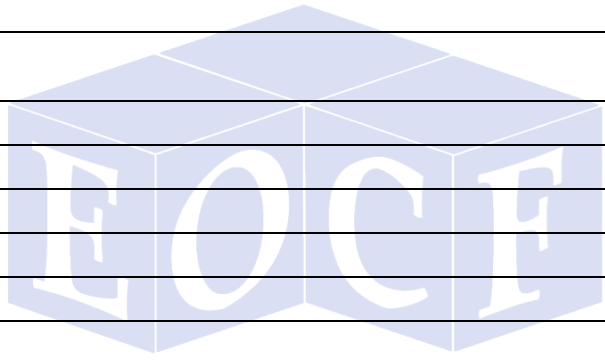
Required for Licensure

- Praxis and Kansas Test Requirements: <http://www.ets.org/praxis/ks/requirements>
 - Elementary K-6 <http://www.ets.org/praxis/prepare/materials/0622>
- Subject (Content) Assessment Test(s): Passing scores differ for each subject test. You can find the individual passing scores on the COE web pages: www.ets.org/praxis
- Review the appropriate **Test at a Glance** <http://www.ets.org/s/praxis/pdf/0622.pdf> for details on test structure and length.
- Application for ACSI Certification
- Application for Licensure (submit on-line the semester in which you plan to graduate – **AFTER** December 1, May 1, or August 1). Instructions can be found at: www.ksde.org

Admission to Teacher Education

Advisor: Chervl Couch Contact Number: 620-862-5252

Program:	
Grade level most interested in:	
Location:	Quaker Room in Library
Time:	
Date:	
Number of Credits:	
GPA:	
General Educ./Prerequisites:	



Program Interview Questions:

Why is this your passion?	
What fruit have you produced in your walk with the Lord?	
What humbling experiences have you experienced that have helped you walk humbly before the Lord?	

Checklist:

Application to Glenn Leppert:	Date:
Set up appointment with Advisor:	Date:
Received Application Packet:	Date:
Involved parties notified with clear expectations set:	Faculty for Evaluation (2) Peer for Interview
Establish best available dates/times with those involved in interview:	Peer for Interview

	Faculty for Interview VP of Academic Services
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Teacher Education Interview Team

Student: [Abstract]	Meeting Date: 2/27/2013
Facilitator: Cheryl Couch, MSE, Chair of Teacher Education	Place/Room: Appendix

Name (Printed)	Signature	Position	Comments

Teacher Education Committee Recommendation

Student Interviewed:	Peer Present:
Program:	Advisor's Present: Cheryl Couch, MSE, Chair of Teacher Education
Time & Date:	Student chosen faculty Member Present:
REVIEW COMMITTEE MEMBERS & POSITIONS:	
<ol style="list-style-type: none"> 1. 2. 3. 	

4.

5.

ACTION TAKEN:

- Full admission with no reservations
- Conditional Approval (Conditions to be met and date to be completed)
 - 1.
 - 2.
 - 3.
 - 4.
- Admission Denied

REMARKS:

- 1. Positive:
- 2. Challenges:
- 3. Possible Choices:

STUDENT NOTIFIED

Date:

By:

Other:

SIGNATURE OF DEPARTMENT CHAIR OF TEACHER EDUCATION:

Date:

BARCLAY COLLEGE

TEACHER EDUCATION

STUDENT BACKGROUND INFORMATION FORM

Barclay College Teacher Education program has the responsibility for placing students in school-based field experiences and recommending students for teacher licensure. Barclay College takes this responsibility seriously and requires that each student fill out a Student Background Information Form prior to placement in the schools for early field experiences, classroom observations, directed teaching or any other College sanctioned activity in which a student participates with school children. We appreciate your willingness to fill out the Teacher Education Background Information Form. We appreciate your participation in keeping our schools safe for our children. Barclay College is responsible for recommending to the Kansas State Department of Education reserves the right to deny a certificate to individuals who have been convicted of or pleaded guilty to any act punishable as a felony.

If any affirmative answer is given to the background question below, applications or classroom field experience will be place on hold until additional information is provided to the Chair of Teacher Education at Barclay College. Students will be asked to meet with representatives from the Teacher Education program before a recommendation for continuance in teacher education will be made. Each applicant’s appeal will be reviewed on an individual basis and information received will be held in strict confidence. It is the student’s obligation to notify the Teacher Education Chair if a change occurs at any time in an answer to one of the following questions.

+++++

NAME OF CLASS _____ SEMESTER/YEAR _____

STUDENT’S NAME (print) _____

STUDENT SIGNATURE _____

Please respond to the following questions (1-8). If you have previously responded to these background questions for the Teacher Education program at Barclay College and there has been no change in your status, please check this box and stop here.

+++++

Teacher Education Course Evaluation Form

Method & Materials Course Content & Pedagogy

Teacher Education Candidate's Name _____

Please check one:

Midterm _____

End of Semester _____

Please list your name by the correct one:

Course Faculty _____

Supervisor _____

Cooperating Teacher _____

Self-Evaluation _____

Rubric for Checklist Scale

4=Greatly exceeds expectations	3=Above expectations	2=At expectations	1=Unacceptable	NO=Not Observed).
Candidate has the knowledge and/or uses all aspects of the indicator to ensure the concept/skill is learned	Candidate has the knowledge and/or uses all aspects of the indicator to ensure the concept/skill is learned; but may not be proficient in teaching some aspect of the concept/skill or may need more information to teach the concept/skill in a more efficient manner.	Candidate has the knowledge and/or uses all aspects of the indicator to ensure the concept/skill is learned; but lacks proficiency in teaching the concept/skill and/or needs more information to teach the concept/skill in a more efficient manner and/or may need additional assistance in assessment of actual learning	Candidate does not possess sufficient knowledge and/or is unable to use all aspects of the indicator to ensure the concept/skill is learned	Indicator was not observed during this observation period

Circle the number for each standard indicator that best showcases the candidate's knowledge of the content/ skill and their ability to teach the concept/skill. (4=Greatly exceeds expectations, 3=Above expectations, 2=At expectations, 1=Unacceptable, NO=Not Observed). A score above 120 must be received for successful completion of the evaluation. No score below a 2 will be accepted for successful completion.

Reading and Language Arts

Subject Matter Content

Pedagogy

1. Uses English language appropriately	1	2	3	4	NO	1	2	3	4	NO		
2. Uses elements of emergent literacy and Reading/LA concepts/skills	1	2	3	4	NO	1	2	3	4	NO		
3. Links child development/reading	1	2	3	4	NO	1	2	3	4	NO		
4. Links child development/writing			1	2	3	4	NO	1	2	3	4	NO
5. Links child development/speaking	1	2	3	4	NO	1	2	3	4	NO		
6. Links child development/viewing			1	2	3	4	NO	1	2	3	4	NO
7. Links child development/listening	1	2	3	4	NO	1	2	3	4	NO		
8. Links child development/thinking skills	1	2	3	4	NO	1	2	3	4	NO		
9. Applies literacy skills in different situations, materials, and ideas	1	2	3	4	NO	1	2	3	4	NO		

Total ____/72 Date _____

Mathematics

1. Uses numbers and operations	1	2	3	4	NO	1	2	3	4	NO	
2. Reasons through geometry	1	2	3	4	NO	1	2	3	4	NO	
3. Uses measurement	1	2	3	4	NO	1	2	3	4	NO	
4. Uses data analysis and probability	1	2	3	4	NO	1	2	3	4	NO	
5. Uses algebra and patterning	1	2	3	4	NO	1	2	3	4	NO	
6. Problem solves and reasons	1	2	3	4	NO	1	2	3	4	NO	
7. Uses multiple representations	1	2	3	4	NO	1	2	3	4	NO	
						Total					/56 Date _____

Science

1. Uses physical science concepts	1	2	3	4	NO	1	2	3	4	NO	
2. Uses life science	1	2	3	4	NO	1	2	3	4	NO	
3. Uses earth and space science	1	2	3	4	NO	1	2	3	4	NO	
4. Uses science and technology	1	2	3	4	NO	1	2	3	4	NO	
5. Uses science in personal and social perspectives	1	2	3	4	NO	1	2	3	4	NO	
6. Uses history and nature of science	1	2	3	4	NO	1	2	3	4	NO	
7. Uses unifying concepts in science	1	2	3	4	NO	1	2	3	4	NO	
8. Uses inquiry/problem solving	1	2	3	4	NO	1	2	3	4	NO	
						Total					/64 Date _____

Social Studies

Subject Matter Content

Pedagogy

1. Uses history to support knowledge	1	2	3	4	NO	1	2	3	4	NO	
2. Uses geography to support knowledge	1	2	3	4	NO	1	2	3	4	NO	
3. Uses economics to support knowledge	1	2	3	4	NO	1	2	3	4	NO	
4. Exemplifies good citizenship	1	2	3	4	NO	1	2	3	4	NO	
5. Embraces diversity in a democratic society	1	2	3	4	NO	1	2	3	4	NO	
						Total					/40 Date _____

The Arts

1. Uses developmentally appropriate practice	1	2	3	4	NO	1	2	3	4	NO	
2. Makes the arts meaningful and challenging	1	2	3	4	NO	1	2	3	4	NO	
3. Shows positive disposition towards the arts	1	2	3	4	NO	1	2	3	4	NO	
4. Fosters artistic exploration and expression	1	2	3	4	NO	1	2	3	4	NO	
						Total					/32 Date _____

Rubric for Checklist Scale

4=Greatly exceeds expectations	3=Above expectations	2=At expectations	1=Unacceptable	NO=Not Observed).
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Health and Physical Education

1.Makes healthy choices	1	2	3	4	NO	1	2	3	4	NO
2.Uses movement/physical activity for a healthy lifestyle	1	2	3	4	NO	1	2	3	4	NO

Total ____/16 Date _____

Child Development/Learning Environment

1.Considers children’s characteristics to create learning environment	1	2	3	4	NO	1	2	3	4	NO
2.Considers children’s needs when create learning environment	1	2	3	4	NO	1	2	3	4	NO
3.Maintains a healthy, respectful, supportive and challenging learning environment	1	2	3	4	NO	1	2	3	4	NO

Total ____/24 Date _____

Rubric for Checklist Scale

4=Greatly exceeds expectations	3=Above expectations	2=At expectations	1=Unacceptable	NO=Not Observed).
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ASSESSMENT #3: STUDENT TEACHING SUMMATIVE EVALUATION

- Presentation informally observed by supervisor during first month
- Presentation formally observed by supervisor (twice each grading period)
 - 2nd Month Observation
 - 2nd Month Observation
 - 3rd Month Observation
 - 3rd Month Observation
 - 4th Month Observation
 - 4th Month Observation
- Presentation formally observed by Cooperating Teacher(s) once each grade period
 - 2nd Month Observation
 - 3rd Month Observation
 - 4th Month Observation
- Reading instruction formally observed by K-2 Cooperating Teacher
 - 2nd Month Observation
 - 4th Month Observation
- Three way monthly conference (Supervisor, Cooperating Teacher, & Student Teacher)
 - 1st Month Observation
 - 2nd Month Observation
 - 3rd Month Observation
 - 4th Month Observation
- Mid-term Self-evaluation
- Final Self-evaluation
- Completion of Student Teaching Workbook and all forms
- Barclay College's Student Learning Portfolio
- Education File
- ED400S Philosophy of Teaching Capstone course requirements
- College candidate's evaluation completed by Cooperating Teacher

Student Teaching Forms

The forms listed below will be used throughout year teaching program and samples of each follow this page:

Student Background Information Form – Return to the Chair of the Teacher Education Program.

Lesson Plan – Lesson Plans will be presented in the approved format used by the Elementary Education Department.

Student Teacher Observation Form – Used by the college supervisor and cooperating teacher to evaluate individual lessons presented by the candidate in Student Teaching Practicum. Teaching Performance Expectations are listed on the form and each should be demonstrated over the course of the semester. For a detailed list of TPE, see the following section in this handbook.

K-2 Literacy Performance Evaluation – Students in K-2 are required to have 2 formal observations in literacy instruction during months 2 & 4 of student teaching. This is also a very valuable tool to use for you KPTP and your SLP.

Midterm Evaluation Form – Used in Teaching experience in a 3 – **Teaching** way conference with college supervisor, cooperating teacher, and candidate teacher as a formative assessment to determine satisfactory progress. The college supervisor completes the form; all parties sign and receive copies.

Student Teaching Self Evaluation Form – Completed by the candidate and submitted to the cooperating teacher and college supervisor one week before the 3-week Teaching Conference.

Three-way Conference Form – Form used by the cooperating teacher, college supervisor and candidate for assessment.

Elementary Lesson Plan

Activity Title: _____

Teacher: _____ Date: _____ Grade Level: _____

Theme: _____ Estimated Length of time: _____

Core Academic Standards: _____

Benchmark: _____

Indicator: _____

<http://www.corestandards.org/the-standards/english-language-arts-standards>)

http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf)

www.ksde.org)

Academic Area(s): Reading Writing Math Science Social Studies Fine Arts

Goal(s): The learner will _____

Assessment Plan: _____

Materials: _____

References: _____

Activating Prior Knowledge: _____

Main Activities during centers (each step of project):

Activity _____

1. _____
2. _____
3. _____
4. _____

5. _____

Modifications or adaptations for learners with special needs:

Concluding Activity for closure:

Homework or continuation of project:

(Throughout day or at home to support function and mastery of concept)

Reflections: (How did it work/what changes would I make next time?)

Student Teacher Observation Form

For use by: Cooperating teacher/and College Supervisor

Student _____ Date: _____

Cooperating Teacher _____ College Supervisor _____

School _____ Time/Period _____ Grade Level _____

Please check for candidate progress on each of the Teaching Performance Expectations (TPE) over the semester

TPE observed this session:

- Specific Pedagogical skills for subject matter instruction
- Monitoring Student Learning During Instruction
- Interpretation and Use of Assessments
- Making Content Accessible
- Student Engagement
- Developmentally Appropriate Teaching Practices
- Teaching English Learners
- Learning about Students
- Instructional Planning
- Instructional Time
- Social Environment
- Professional, Legal and Ethical Obligations
- Professional Growth

Given the TPEs above, comment on the candidate's application of clinical practice.

Comments:

Future Growth Focus:

Completed by: _____ Candidate's Initials: _____

TEACHER PERFORMANCE ASSESSMENT K-2 ELEMENTARY LITERACY EVALUATION

Assessment Components

Evidence Submitted

Task 1: Planning instruction and Assessment

Provide relevant information about your instructional context.	<ul style="list-style-type: none"> • Information about the Learning Context
Select a learning segment of 3-5 sequential lessons that teach literacy skills and strategies and support students to comprehend and/or compose text	<ul style="list-style-type: none"> • Lesson Plans for Learning Segment <ul style="list-style-type: none"> ○ Lesson Plans ○ Instructional Materials
Create an instruction and assessment plan for the learning segment that focuses on a key literacy concept and considers your students' strengths and needs.	<ul style="list-style-type: none"> ○ Assessment Tools/Procedures and Criteria • Planning Commentary
Explain what you know about your students and the thinking behind your plans.	
Make daily notes about the effectiveness of your teaching for your student's learning.	

Task 2: Instructing and Engaging Students in Learning

Submit video clips from lessons where you engage your students to develop literacy strategies to comprehend and/or compose text.	<ul style="list-style-type: none"> • Video Clip(s) • Instruction Commentary
Analyze your teaching and your students' learning in the video clips(s)	

Task 3: Assessing Student Learning

Analyze class performance from one assessment completed during the learning segment. Identify three student work samples that illustrate trends in student understanding within the class.	<ul style="list-style-type: none"> • Student Work Samples • Evidence of Feedback • Assessment Commentary
Select and analyze the learning of two focus students in more depth, and document your feedback on their work.	

Task 4: Analyzing Teaching

Using notes you have recorded throughout the learning segment, respond to commentary prompts to explain what you have learned about your teaching practice and two or three things you would do differently if you could teach the learning segment over. Explain why the changes would improve your students' learning	<ul style="list-style-type: none"> • Analyzing Teaching Commentary
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Task 5: Academic Language in Literacy (evidence is gathered across tasks as noted)

Select one key language demand related to the literacy central focus. Explain how you will support students with varied language needs.	<ul style="list-style-type: none"> • Planning Commentary • Instruction Commentary • Assessment Commentary
Cite evidence of opportunities for students to understand and use the targeted academic language in: 1) the video clips from the instruction task; OR 2) the student work samples from the Assessment task. Analyze the effectiveness of your language supports.	

Adapted from: Darling-Hammond, L. (2012) *Creating a Comprehensive System for Evaluation and Supporting Effective Teaching*.

Midterm Evaluation Form

Date _____ Candidate _____

Cooperating Teacher _____ College Supervisor _____

School _____ Grade Level _____ Subject _____

The Kansas Standards for the Teaching Profession were developed to facilitate the induction of beginning teachers into their professional roles and responsibilities by providing a common language and a new vision of the scope and complexity of teaching. The standards are specific observable behaviors organized under the NCATE. Using the NCATE, please complete the following evaluation form based on your observation of the candidate, keeping in mind that this candidate is still in the beginning stages of teaching and may not meet all standards at the same time. **Please place an 'X' in the appropriate column in each row.**

Developing Acceptable Target Not Yet Observed

Standard 1:

Candidate Knowledge, Skills, and Dispositions

- ❖ TPE 1. Specific pedagogical skills for subject
 - Matter Instruction
- ❖ TPE 9. Instructional Planning

Standard 2:

Assessment System and Unit Evaluation

- ❖ TPE 2. Monitoring student learning during
 - Instruction
- ❖ TPE 3. Interpretation and use of assessment

Standard 3:

Filed Experiences and Clinical Practice

- ❖ TPE 4. Making content accessible
- ❖ TPE 5. Student engagement
- ❖ TPE 6. Developmentally appropriate
 - Teaching Practices
- ❖ TPE 10. Instructional Time
- ❖ TPE 11. Social Environment

Standard 4:

Diversity

- ❖ TPE 7. Teaching English Learners
- ❖ TPE: 8. Learning about Students

Standard 5:

Faculty Qualifications, Performance and Development

- ❖ TPE: 12. Professional, legal and ethical obligations
- ❖ TPE: 13. Professional growth

Comments: May be continued on back of sheet if necessary

College Supervisor Signature _____

Cooperating Teacher Signature _____

Student Teaching Self-Evaluation Form

Teacher Candidate _____ Date _____

THE TEACHING PERFORMANCE EXPECTATIONS

TEP are specific observable behaviors organized under the Kansas and NCATE guidelines. Please complete the following self-evaluation form based on your Teaching experiences. Note your areas of strength and areas for future focus. This form should be submitted to your cooperating teacher and college supervisor **one week before** the 3-way Teaching Conferences.

❖ TPE 1 – Specific pedagogical skills for subject matter instruction:

❖ TPE 2 – Monitoring Student learning during instruction:

❖ TPE 3 – Interpretation and use of assessments:

❖ TPE 4 – Making content accessible:

❖ TPE 5 – Student engagement:

❖ TPE 6 – Developmentally appropriate teaching practices:

❖ TPE 7 – Teaching English Learners:

❖ TPE 8 – Learning about students:

❖ TPE 9 – Instructional Planning:

❖ TPE 10 – Instructional Time:

❖ TPE 11 – Social Environment:

❖ TPE 12 – Professional, legal and ethical obligations:

❖ TPE 13 – Professional Growth:

Teacher Education Program
Barclay College
607 N Kingman
Haviland, Kansas 67059

Cooperating Teacher Evaluation

Student Teacher _____

Student teaching Dates _____

Grade _____ Class Size _____

School _____ Phone _____

School Address _____

District _____

Cooperating Teacher _____

Principal _____ College Supervisor _____

A. Criteria for Cooperating Teacher

1. Recommendation from the principal
2. Tenure in the school district
3. Possession of a valid Teaching licensure
4. State-adopted content standards taught in the classroom
5. Competent in all six domains of the Teaching Performance Expectations

I understand the commitment and my responsibility pertaining to each of the able elements of the Student Teaching Program.

Candidates Signature

Date

I verify that I fulfill the criteria for a Cooperating Teacher. I have reviewed my roles and responsibilities for the Student Teaching Program and I will cooperate in helping the candidate meet program requirements.

Candidates Signature

Date

I verify that the Cooperating Teacher fulfills the criteria for a cooperating teacher. I will provide appropriate support in helping the teacher and candidate meet program requirements.

Candidates Signature

Date

Barclay College
607 N Kingman
Haviland, Kansas 67059

College Candidate and Program Evaluation

By Cooperating Teacher

Cooperating Teacher _____

School _____ Phone _____

School Address _____

District _____

Student Teaching Date _____ Grade Level _____

Please circle the number that best describes your opinion

	Excellent	Good	Acceptable	Poor	Unacceptable
a. Evaluation of candidate					
a. Knowledge of subject	5	4	3	2	1
b. Oral and Written Communication skills	5	4	3	2	1
c. Classroom Teaching Skills	5	4	3	2	1
d. Classroom management Skills	5	4	3	2	1
e. Ability to work with youth of diverse abilities, cultures, languages learning styles, and special needs.	5	4	3	2	1
f. Would you recommend this candidate as a teacher?	5	4	3	2	1

2. Evaluation of Program

a. The design and content of the student teaching program	5	4	3	2	1
b. The design and content of the student teaching handbook	5	4	3	2	1
c. The quality of assistance and level of support provided by the university Supervisor	5	4	3	2	1

3. Would you accept another candidate from Barclay College? _____ Yes _____ No

Comments _____

Thank you for being a Barclay College cooperating teacher and for completing this evaluation. Please give this sealed evaluation to the college supervisor.

Barclay College
607 N Kingman
Haviland, Kansas 67059

College Supervisor Evaluation

To Be Completed by the Student Teacher

College Supervisor _____

Date of Teaching Assignment _____ to _____

Please evaluate your College Supervisor by answering the following questions, 5 being the best and 2 being the lowest. There is a space provided for additional comments. Please be thoughtful and candid.

- | | | | | | |
|--|---|---|---|---|---|
| 1. I felt free to come to my supervisor for advice | 5 | 4 | 3 | 2 | 1 |
| 2. I had confidence in my supervisor's knowledge of teaching methods | 5 | 4 | 3 | 2 | 1 |
| 3. My supervisor helped me apply knowledge and techniques presented in my classroom. | 5 | 4 | 3 | 2 | 1 |
| 4. My supervisor was able to help me with specific questions regarding problems. | 5 | 4 | 3 | 2 | 1 |
| 5. My supervisor provided me with alternate teaching techniques as needed. | 5 | 4 | 3 | 2 | 1 |
| 6. My supervisor demonstrated understanding, support, and openness. | 5 | 4 | 3 | 2 | 1 |
| 7. My supervisor completed a pre-conference/observation/post conference supervision cycle. | 5 | 4 | 3 | 2 | 1 |
| 8. My supervisor completed a post conference within one day. | 5 | 4 | 3 | 2 | 1 |
| 9. My supervisor stayed for a whole lesson | 5 | 4 | 3 | 2 | 1 |
| 10. My supervisor gave frank and constructive feedback. | 5 | 4 | 3 | 2 | 1 |
| 11. My work was evaluated fairly by my supervisor. | 5 | 4 | 3 | 2 | 1 |

Comments _____

Note: These evaluations MUST be completed by all teaching candidates and given to College Supervisor no later than one week after completion of student teaching. Elementary Education Department, Barclay College, Haviland Kansas

IEP = Individual Education Plan

